

COLLEGE STUDENTS' PERCEPTIONS ON USING MOVIES FOR VOCABULARY LEARNING

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Abstract

The purpose of the research was to found out college students' perception on using movie as learning media for vocabulary learning. The participants of this research are 5 students four Grade at English Education Program in Garut. All participants are those who have taken general and academic course and have used movie media. In collecting the data, the researcher gave interviewed the sample that related to students perceptions. Data were collected by interview by using qualitative method. The result is analysis revealed that the students' responses on using movie as learning media to learn vocabulary were positive, the researcher found 3 results. The first, learning media is very important. The second, students believe that the use of movies as a learning media have beneficial effect. The last, students agreed that movies are useful to learn some new words and improve their vocabulary learning even though they used Indonesian subtitles

Keywords: students perception, media, movies, vocabulary learning

INTRODUCTION

English is one of the most important languages in the world because it is used not only for communication but also for sharing ideas, thought, desire and feeling and English has been playing the main part in several sectors including medicine, engineering and education, etc. Rajathurai (2018) state that English is the greatest common language spoken universally with the help of emerging technology; one components of language is vocabulary. According to Clouston (2013) state that vocabulary is the words of a language, including single items and phrases or chunks of several words which covey a particular meaning, the way individual words do, but some of students difficulties to express their ideas through writing because lacks of vocabulary. According to Lynne (2001) in Lydia (2017) state that the students' interest is one of the main factors to achieve the goal of teaching and learning English, for that reason, movie is one of the media that can be used to improve students' motivation in learning English. Mulyadi (2015) state that by watching English movies as a media for teaching and learning it can help improve student's language skills, this is because the movies can make the learning and teaching process more interesting and enjoyable for teachers and students. It can be conclude that by watching movies students will improve much if they learn more words and expressions. Even if the students' grammar is excellent, they just will not be able to communicate their meaning without an extensive vocabulary.

Based on the background study above, this study focuses on college students' perception deeply about using movies for vocabulary learning with research question: "What are college students' perceptions on using movies for vocabulary learning?"



STUDENTS PERCEPTION

Perception can be defined as the way the person perceives on something differently and it can be different from one people think to other people. The process of perception gives the different way of each person to interpret the information. Perception is as a process by which individuals attend to incoming stimuli, organize, and then interpret such as stimuli into a message that in turn indicates an appropriate action or behavior. Positive attitudes and perceptions are keys to the ability to learn competently especially in learning English. Perception is a direct response or acceptance to something (Pickens, 2005). Moreover, Robbins and Langton (2005:31) define perceptions a process by which individuals, organize and interpret their sensory impressions in order to give meaning to their environment.

Harahap (2010) state that students are whole humans who try hard to horn the potential to be more potential with the help of educators or adults. In teaching and learning, students are one of the most important components of it that cannot be abandoned because without students, the teaching and learning process will not run efficiently. Moreover, Dwi (2015) state that students' perception related to how students' understanding in facing some experiences, especially past experience about their studying process.

Robbins (2005) describe that there are 7 factors influencing perception they are: attitudes, moods, motives, self-concept, interest, cognitive structure and expectations. It can be concluded that student's perception is a process of individuals in interpreting, organizing and giving meaning of the learning process and experience to the stimulus that comes from the environment where the individuals are situated and it can be influenced by some factors

THE CONCEPT OF MEDIA

Media in a process of teaching is not a new thing for the teacher. According to Pitriana (2013) states that the media is one of facilitate to teach the lesson by the teacher to the students; media aims to make the learning process more interesting for students. The use of movie as one of media which is using video it has been used in a common feature in language teaching for many years. In learning process itself, the use of movies are certainly very helpful, what can be seen by the eye and heard by the ear will be faster and easier to remember that what can only be read or just heard. Heinich and Daryanto in Munir (2016) states that media is an intermediary or introductory between a speakers to the listener in the communication

In line with that, Nunu (2012) state that in learning process, media is a tool and channel for sending message source, in this case from teacher to student. Sahid (2010) state that be observed by the shape, learning media can be grouped into four kinds, they are; visual media, audial media, projected still media and projected motion media. It can be conclude that media is component of learning resource used to convey messages usually used for learning purposes and can provide stimulation for students and the learning process can occurs.



MOVIES AS LEARNING MEDIA

Learning media that can be used for various types of learning, the technology and also multimedia are growing to help the learning process to get better. Movie and video are examples of learning media based multimedia that can be used to deliver material. Harmer (2001:282) the use of video or movie in class just listening with picture, but there are many reasons why video can add a special extra dimension to learning experience. Seeing language in used, cross cultural awareness, the power of creation and motivation. The use of movie as one of media which is using video it has been used in a common feature in language teaching for many years. The use of movie as a learning media is one of the appropriate ways for learning vocabulary for students. Harmer (2001: 282) also state that movie can be used as a visual aid in the teaching and learning process.

But movies or films can also be used to teach people about history, science, human behavior and any other subjects. Karakas and Saricoban (2012) show that by watching films especially with English subtitles it can be easier to get meaning from foreign. Media is a tool for teaching and learning processes and movies is one of the interesting media for students presenting audio, visual and motion messages, it can stimulate the students' thoughts and feelings.

VOCABULARY LEARNING

Mastering a huge number of vocabularies is very important for foreign language learners. Without mastering it, students of foreign language learners will get some difficulties in developing the four language skills. Vocabulary expresses opinions, ideas, and feelings. When someone has a lot of vocabulary, he or she could express their opinions, ideas, and feelings effectively. Vocabulary is a set of words known to a person or other entity, or the part of a specific language. Richards & Rendaya (2002;255) vocabulary is the core factor of language skill that affords much of the idea for the way learners speak, concentrate, study, and write. In line with that, mastering vocabulary is very important for the students who learn English as a foreign language.

Everybody who learns English or a certain language should know the words. According to Satuna (2015) state that mastery vocabulary can support them in speaking when they are communicating to people can write and translate the meaning of words when they definite English.

Watching English movie is a popular and powerful tool for the learners to learn English as foreign language. English movies have been used in teaching English foreign language classroom for a long time and it is not at a new concept or media. Vocabulary learning is very important because mastery vocabulary has various aspects, including which can be used as a means to develop knowledge, convey messages and greatly affect one's language skills.

METHODOLOGY

This research was qualitative research method with case study design. According to Creswell (2009) a qualitative research is a process of understanding the meaning based on distinct methodological traditions of inquiry that explore a social or human problem. To analyzed data related to the college students' perception on using movies for vocabulary learning the researcher adapted steps from Creswell (2012), the steps are: preparing and organize the data, explore and code the data, coding to build description and themes, represent and report the findings, explore and code the data and interpret the findings.



In collecting the data, the researcher use semi-structured interview as the instrument because the questions can be developed based on the participant's perception answers. According to Cohen et al (2007) semi-structured interview as semi-standardizes interview in depth. To compose the questions for the interview, the researcher uses statement by the experts that are converted into questions in which questions were noted to be able to solve the questions in the research questions. The researcher give 10 questions divided into 2 categories, they are; the use of media as a learning media and the use of movies as a learning media. The interviews were conducted once time for each respondent, which took approximately 15 minutes to complete.

This research was conducted in one of the university in Garut, West Java. The participant of this research conducted of 5 four grade college students in Garut by using purposive sampling that is the participants of the research considered appropriate for the criteria needed by the researcher and has sufficient experience regarding to movie as learning media both use it in classroom activity or as an individual task and needs.

FINDINGS

The results discussed the findings in correlation with the students' perception on using movies for vocabulary learning. The findings are from the analysis of interview most of participant give positive response about using movies for vocabulary learning.

The researcher found three big categories based on students' perceptions result, which are: (1) learning media is very important (2) the second, students believe that the use of movies as a learning media have beneficial effect and (3) students agreed that movies are useful to learn some new words by watching the movie and improve their vocabulary learning

1. Learning media is very important.

The participants do believe that the use of learning media is very important because besides that it can make learning a more attractive learning media and can also stimulate students to study harder. All of the participants stated the most effective media learning that they are used are watching movies through hand-phone and laptop because laptops and hand-phones it is more practical to use and bring. It is showed that the participants' are like to use media learning and they are believe with learning media the purpose of learning information can be conveyed well and even better because with the learning media it becomes more interesting and fun for teaching and learning activity.

2. Movies as a learning media have beneficial effect.

All of the participant's state that they are likes watching English movies, especially genre action, fantasy and romantic, It is showed that mostly participants' like to watch movies based on genre action, fantasy and romantic genre, but sometimes they are also watching movies that they think it is interesting and are being talked by many people (booming). Listening and speaking are the most impactful skills for the participants compared to other skills (writing and reading), because with listening and speaking the participants directly listen to what the native speakers say in the film then they practice it in a spoken way.

3. Watching movies are useful to learn some new words and improve their vocabulary learning

Learning even though they used Indonesian subtitles (their mother tongue) they still had advantages. All participants said that when they are watching English movies, sometimes they use English subtitles, but what they use most often is Indonesian



subtitles because they are not really fluent in English, they're believe that use of English subtitles will have the advantage of a new vocabulary with correct writing, but the drawback is that we may not know the meaning of the vocabulary; it is different if using Indonesian subtitles. It can be conclude that using movies as a learning media can be used and can motivate us to learn English, because we are motivated to be able to speak as fluently as the actors in the movies.

DISCUSSIONS

Based on the findings above, the researcher found that three points in students' perception on using movies for vocabulary learning. The first, learning media is very important. The participants do believe that the use of learning media is very important because besides that it can make learning a more attractive learning media and can also stimulate students to study harder. All of the participants stated the most effective media learning that they are used are watching movies through hand-phone and laptop because laptops and hand-phones it is more practical to use and bring.

ARY (160920) stated that: "Yes for sure. So students will be more interested if they use the learning media and learning is also more conveyed and more absorbed by student memory".

It is showed that the participants' are like to use media learning and they are believe with learning media the purpose of learning information can be conveyed well and even better because with the learning media it becomes more interesting and fun for teaching and learning activity. It is supported by Pitriana (2013) states that the media is one of facilitate to teach the lesson by the teacher to the students; media aims to make the learning process more interesting for students.

The second, students believe that the use of movies as a learning media have beneficial effect such as on learning speaking skills and listening skills. All of the participant's state that they are likes watching English movies, especially genre action, fantasy and romantic. HRD (220920) stated that: "In my opinion, the most impactful skill is listening skill, because we immediately practice like that, listening directly from the native speaker."

It is showed that mostly participants' like to watch movies based on genre action, fantasy and romantic genre, but sometimes they are also watching movies that they think it is interesting and are being talked by many people (booming). Listening 37 and speaking are the most impactful skills for the participants compared to other skills (writing and reading), because with listening and speaking the participants directly listen to what the native speakers say in the film then they practice it in a spoken way. It is supported by Ismaili (2013) state that movie has a visual image that can stimulate perceptions directly while written words do it indirectly and movie develop other skill such as listening and writing skill.

The last, students agreed that movies are useful to learn some new words by watching the movie and improve their vocabulary learning even though they used Indonesian subtitles (their mother tongue) they still had advantages. All participants said that when they are watching English movies, sometimes they use English subtitles, but what they use most often is Indonesian subtitles because they are not really fluent in English, they're believe that use of English subtitles will have the advantage of a new vocabulary with correct writing, but the drawback is that we may not know the meaning of the vocabulary; it is different if using Indonesian subtitles.



AES (150920) said that: “Watching English movies is very motivating, especially when we watch movies we listen the real native speaker, so we want to be able to speak fluently with the correct pronunciation, like that” It can be conclude that using movies as a learning media can be used and can motivate us to learn English, because we are motivated to be able to speak as fluently as the actors in the movies. It is supported by Ebrahimi (2018) state that movie is a great way for learners to improve their English because movies not only created for English language learners but also for native English speaker and learners learn the native accents, how to pronunciation it and using idioms and colloquial expression.

CONCLUSION

In this section, the researcher would like to draw some conclusions. Based on the result, the researcher draws conclusions as follows: What are college students’ perceptions on using movies for vocabulary learning. The researcher believed that the movies as learning media can be used whether use it in classroom teaching and learning activity and use it at home. Based on the data above, the researcher found 3 results;

The first, learning media is very important. The participants do believe that the use of learning media is very important because besides that it can make learning a more attractive learning media and can also stimulate students to study harder.

The second, students believe that the use of movies as a learning media have beneficial effect such as on learning speaking skill and listening skill. The last, students agreed that movies are useful to learn some new words by watching the movie and improve their vocabulary learning even though they used Indonesian subtitles (their mother tongue) they still had advantages



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